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REVIEW OF EDUCATION IN INDIA (1947-1961)



JAMMU AND KASHMIR



NATIONAL COUNCIL OF
EDUCATIONAL RESEARCH AND TRAINING
MINISTRY OF EDUCATION

1961

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IN INDIA
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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

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JAMMU AND KASHMIR

1. GENERAL INFORMATION

The State of Jammu and Kashmir, situated in the extreme north of India, covers an area of 86,023 sq. miles. According to the census of 1941, it had a population of four million people (77.11% Muslims; 20.13% Hindus; 1.64% Sikhs; and 1.01% Buddhists). After the partition of India in 1947, part of the territory of the State, with a population of roughly a million people, was forcibly occupied by Pakistan. Population of the remaining area—three million in 1941—was, according to the provisional figures of the census of 1961, 35,83,585.

Geographically, the State is divided into four natural regions. The first—Jammu Province—consists of the plains and the Kandi area of low-lying hills not more than 1,500 feet about the sea level. The second region is sub-mountainous and constitutes the area of outer hills that rise from 1,500 feet to 5,000 feet. It includes Kishtwar, Bhaderwah, Doda, Rajouri and Poonch. This area is flanked on the north by the Pir Panjal range which rises from 9,000 to 13,000 feet and separates the Kashmir Valley from the Jammu Province. This physical barrier has now been overcome by the construction of the Jawahar tunnel that is a mile and a half long and provides an all-weather link with the Valley. The population is scattered and the density does not exceed 100 per sq. mile. The third region is the heart of Kashmir—the Kashmir Valley. This is about 300 miles long and ten miles wide and lies in the lap of the Himalayas at an average height of about 5,000 feet. The density of the population, according to 1941 figures is 220 persons to the square mile. The fourth region is reached after crossing the Zaskar range, the height of which varies from 17,000 to 22,000 feet. This tableland with an average height of 17,000 feet above sea level occupies roughly three-fourths of the total area of the State. The population is scanty—hardly four to five persons to the square mile.

The climatic conditions vary from the arctic cold of Ladakh in the north to the extreme heat of the plains in

the south. Jammu Province has a tropical monsoon climate ; the Valley of Kashmir has a cold temperate climate ; and the plateau region suffers the same extremes of climate as Tibet.

The State is predominantly agricultural. The urban population is about 16·8 per cent and about 90 per cent of the villages have a population of 500 or less. Of the entire surface area of the State, one quarter is covered by forests, a little more than a quarter is under cultivation ; and the rest is rocky and barren.

The occupational distribution of the people in 1941 showed that 81 per cent of the people live on agriculture, animal husbandry, horticulture and forestry ; 7·4% on cottage industries and 2·9% earn their living by engaging in trade and commerce. Industry is mainly domestic and of a subsidiary nature. The peasant supplements his income by silk-worm rearing, bee-keeping, sheep-rearing, basket-making and by weaving woollen tweeds and blankets. The cottage industries such as the making of shawls, carpets and felts, wood-carving, papier mache, metal work and wicker-work provide a means of livelihood to 7% of the population. A few small-scale industries such as weaving of silk and woollens, tanning etc., have sprung up ; but these do not play an important part in the economy of the State. The forest and the tourist industries are the major sources of the State's revenue.

Jammu Province is predominantly Hindu, Kashmir predominantly Muslim, and Ladakh predominantly Buddhist. Scheduled castes numbering about four lakhs live in Jammu Province. 'Purdah' is prevalent among the upper classes of Kashmir Muslims ; but with the spread of education, its grip on the minds of the people seems to be gradually weakening.

There are about two to three lakhs of nomads—mainly Gujars and Bakarwalls—who inhabit the sub-mountainous region of the State. In summer, they move with their herds to the upper reaches of the Kashmir Valley. With autumn, they pack up and come down.

The old social structure is cracking under the stress of agrarian reform. The abolition of absentee landlordism and the revised State Tenancy Acts have done much good to the

tillers of the soil who form the bulk of the State's population. A new social relationship between the erstwhile masters (zamindars) and their tenants is developing rapidly.

2. EDUCATION PRIOR TO 1950

Kashmir has always been renowned for learning and art. Buddhism flourished from the 3rd century B. C. to the 6th century A. D., and it was from here that the Buddhist faith spread into Tibet, China and Central Asia. In the 6th or 7th century A. D., the great *Shaiva* philosophy was expounded here by Vasugupta and other luminaries and held sway over Kashmir until the 14th century A. D. It was in this era that Kashmir produced Kalhan, the great historian poet ; Patanjali, the grammarian ; Charak, the physician and other famous philosophers. Sanskrit manuscripts of this period written in *Sharda* script provide the authentic material of research. A number of centres of learning flourished during this period and the fame of some, such as Sharda and Harwan, spread far and wide and attracted scholars from outside India.

Muslim divines like Syeed Bilal Shah, popularly known as Bulbul Shah, and Shah Hamdan came from Persia in the 14th century A. D. and brought Islam with them. It was under the influence of Bulbul Shah that the then King Rinchan of Kashmir embraced Islam in 1324 A. D. and became the first Sultan. He founded an institution which later produced scholars like Gani and Mohsin Fani. Gani's name will be remembered with honour as long as Persian poetry is loved and honoured ; and Mohsin Fani is famous for his great book on religions known as *Dabistan-Mazhib*. The second Sultan continued the patronage of learning and letters. He founded the Jamia Masjid College which had a hostel and provision to teach Philosophy, Mathematics, Logic and Theology. Later, a university (Dar-ul-Alum) was established by Sultan Zain-ul-Abdin. The university was of a residential type and drew eminent scholars from Baghdad, Bokhara and Persia. It had a bureau whose task was to translate books from Sanskrit and Arabic into Persian. As a result of the contact of Hinduism with Islam, a new school of thought, known as Sufism, emerged. The teachings of the new cult were propagated by Muslim divines and saints like Sheikh

Noor-ud-Din. They lived a life of self-abnegation and extreme tolerance and the Sanskrit word *Rishi* was used frequently to denote the high spiritual position that they occupied.

In 1596, when Akbar conquered Kashmir, Sufism was still alive. Later, in Dara Shikoh's time, a university of Sufism was established under the leadership of Akhnud Mullah Shah Badakhshani. It was here that the *Upanishads* and other scriptures were translated into Persian. The building of this university stands to this day on a spur of a mountain overlooking the Dal Lake, and is known by the name "Pari Mahal".

From the Moghuls, Kashmir passed to the Afghans; but during the Afghan rule that lasted 66 years, education and learning suffered a setback. In 1819, Maharaja Ranjit Singh defeated the last Afghan Governor of Kashmir and annexed this State to his dominions. The Sikhs ruled over Kashmir from 1819 to 1846 when the British conquered it and made it over to Gulab Singh, a Dogra chief, who had earlier taken service under Maharaja Ranjit Singh.

Maharaja Gulab Singh (1846-56) spent his years mainly in consolidating his power. His son Ranbir Singh was, however, a great patron of oriental learning. He established a Sanskrit *Pathashala* at Jammu and entered the Punjab University as its first Fellow in 1882. The earliest available Administration Report for 1875 records that the State maintained 14 *Madrassahs* and *Pathashalas* and about 240 rural schools. The total number of scholars in all types of schools was 7,213 and the total expenditure on education Rs. 93,309. The courses of study in these institutions included Sanskrit with 759 students; Persian and Arabic with 1,311; English with 59; and Dogri with 5,084 scholars. No exact information is available regarding the indigenous *Maktabs* and *Pathashalas*; but there is little doubt that many such institutions operated in the precincts of temples, *Viharas* and mosques.

It was at the beginning of the present century under the third Maharaja Pratap Singh that the system of education in its present form was first introduced. The lead in Kashmir, as in the rest of India, was given by Christian missionaries.

The first English school was started by the Church Missionary Society of England at Srinagar in 1880. The Government followed suit and opened, in 1890 a high school at Jammu, a middle school at Srinagar and eight primary schools. A separate Department of Education was organised in 1905. The Theosophical Society also stepped in and Dr. Annie Besant helped to lay the foundation of the present S. P. College which was first started as a department of Hindu College at Banaras. Soon afterwards, another college known as the Prince of Wales College was founded in Jammu. The following statistics contained in the report of 1916 show the extent of the private and governmental enterprise in education.

Year	No. of private schools	Enrolment	No. of government schools	Enrolment
1904-05	188	2,849	133	9,814
1914-15	333	8,475	360	27,311

Compulsory education (for boys only) was introduced in April 1931 for the first time in the cities of Srinagar and Jammu and was later extended to the town areas of Sopore and Baramulla in Kashmir Province and Mirpore and Udhampur in Jammu Province. The regulations provided for the setting up of attendance committees whose members were expected to popularise education among the masses by personal influence. The committees did not, however, function properly and the Act soon became defunct because of the inadequate machinery to enforce compulsion. The number of pupils in all types of schools (including 842 primary schools) had however risen to 76,416 or 10·6 per cent of the school-age population (6-14) by 1931.

Another landmark in the development of education in the State was reached when the Government appointed an Education Reorganisation Committee in 1938 under the chairmanship of Sri K. G. Saiyidain, then Director of Education. A 25-year plan was drawn up with the object of providing a system of universal free and compulsory education all over the State. Existing curricula and methods were examined. The committee recommended the reorganisation of the five-

year primary course into a seven-year course and also suggested that education should be imparted through the medium of a productive craft. The position with regard to different types of institutions and scholars studying in them in 1947 was as follows.

	No. of schools			No. of scholars		
	for boys	for girls	total	boys	girls	total
Primary schools	1291	280	1571	78190	11917	90107
Middle schools	153	50	203	29797	7419	37216
High schools	46	8	54	17124	1166	18290
				Total	1,45,613	

These figures relate to the undivided Kashmir and they indicate that about 18 per cent of the children of school-going age (6-14) were in attendance.

In 1950, the State Government set up another reorganisation committee with Shri A. A. Kazmi, then Director of Education, as Chairman. It recommended, *inter alia*, the elimination of the middle schools and the reorganisation instead of the primary course into an independent unit of seven years' duration. The emphasis during this period moved from craft-centred basic education to activity-centred education.

3. PRIMARY EDUCATION (1951-1960)

The expansion of primary education has been very rapid after 1950. By the end of the second Plan, the number of children in classes I-V was expected to be about 2 lakhs or 40% of the total number of children in the age group 6-11 and the number of primary schools to have more than doubled. But the State is still a long way from the introduction of compulsory primary education. There are several difficulties: the physical terrain of the country, the poor means of communication and the inaccessibility of the far-flung areas, the special needs of the mobile population, social prejudice against women's education and above all, the poverty of the masses. In view of these obstacles the target for enrolment in the third Plan is only 60 per cent of the children in the age group 6-11.

Primary education is almost entirely a State responsibility. There is little private enterprise. Even local bodies like municipalities, town areas committees or panchayats do not maintain any schools of their own.

The minimum qualification prescribed for recruitment as a teacher is the matriculation. For women candidates and those coming from backward areas, however, the condition may be relaxed in individual cases with the special sanction of the Government. The duration of the training course for primary teachers is one year and the curriculum includes a craft in order to enable teachers to work in activity schools. Until 1947, there were only two training schools, one at Srinagar and the other at Jammu, with arrangements to train only 200 teachers. With the expansion of primary education, training facilities have been expanded. The total number of training schools at present is 10 (exclusive of the two training classes attached to high schools at Leh and Kargil) with a total output capacity of 650 every year. Two of the training schools—one at Jammu and the other at Srinagar—are meant exclusively for women.

The present position of trained and untrained teachers in the primary schools, junior and senior, is shown in the following table.

	(Primary) Junior Elementary			(Central and Middle) Senior Elementary		
	Total	Trained	%	Total	Trained	%
Men teachers	2860	1442	50.4	1590	905	56.9
Women teachers	691	517	74.8	246	181	73.6
Total	3551	1959	55.2	1836	1086	59

It will be seen that about 40 to 45 per cent of the existing teachers are untrained. A large number of additional teachers is also needed to expand facilities for primary education. In order to cope with the work of training, not only the backlog of existing untrained teachers, but also the additional teachers to be recruited under the programmes of expansion, it is proposed to increase the intake capacity of the training schools in the State by 300 additional seats during the third Plan.

4. BASIC EDUCATION :

The first phase in the development of basic education began in 1939 with the opening of a training school at Srinagar and two basic schools, one at Srinagar and the other at Jammu. The State Government also decided to convert 30 primary schools into the basic pattern every year. This policy continued until 1945 when there were two basic training schools and 152 basic schools functioning all over the State. Basic reorientation was also given to primary education by introducing craft activities in a number of other schools. But thereafter, the enthusiasm for basic education waned for some time until 1956 when the drive to reorganise education on basic lines was renewed. At present 1,185 activity basic schools function in different parts of the State. The majority of schools provide for agriculture ; and in the other schools, crafts are selected according to the local needs and circumstances.

In order to supervise the progress of basic education in the State effectively, two basic supervisors have been appointed. Model basic schools have also been set up in each *tehsil* of the State. They are located at central places in order to give an opportunity to teachers working in the non-basic schools to study their working. Refresher and orientation training courses are conducted every year and teachers are acquainted with the new technique of basic activity education. The Department has also brought out a few guide books on basic education for the use of the primary school teachers.

5. PRIMARY SCHOOL BUILDINGS

Before 1947, the Department initiated a policy of obtaining rent-free buildings for its primary schools. In fact a rent-free building was made a condition for opening a new school. This policy did not however help much. The houses obtained were often unsuitable ; and sometimes a cowshed was all that could be secured.

Early in 1950 a small beginning was made by putting up school houses with local initiative. Village school committees and *tehsil* boards were set up for the purpose and after a successful experiment at one or two places, a movement was launched throughout the State to construct school houses

with the help of the people of the locality. The villagers at many places showed great enthusiasm by donating land and by contributing in voluntary labour or in cash. The State Government subsidised voluntary effort by providing such building material as was not locally available and wherever possible, also supplied free timber. As a result of this movement, hundreds of school buildings have sprung up in the State. The movement has conferred another benefit on the people; it has inculcated in them a sense of pride in the school. They no longer regard it as belonging to the Government, they feel that it belongs to them and, in a very real sense, is their own. The movement has gone a long way to create an 'educational consciousness among the rural and backward areas of the State.

The Government has spent about Rs. 40 lakhs during the second Plan in raising school buildings with the help of the local people. The assistance received from the Central Government for this purpose has been of great value. The Department has also constructed model school houses in one or two villages in every *tehsil* at a cost of Rs. 1,500 or Rs. 2,500.

6. SECONDARY EDUCATION

The following table will indicate the progress of secondary education since independence.

Year	No. of high schools		Total number of high schools	No. of students on rolls		Total enrolment
	Government	Aided		Government	Aided	
1946-47	Boys	23	54	9699	926	17,124
	Girls	4		6259	240	
1959-60	Boys	125	174	41,573	8,443	65,711
	Girls	28		12,073	36,107	

Before 1947, high schools were opened mostly in the urban areas. Even some important towns and *tehsil* headquarters were without any high schools. After 1947, the policy has been to open as many high schools in the rural areas as possible. At present, there is hardly a big village that does not have a high school for boys. There were only four high schools for girls before 1947. Every one of the *tehsil* headquarters has a girls' high school now. The advance in secondary education has been more rapid than in any

other field of education. The number of high schools, which was only 54 in 1946-47, has risen to 179 (including 24 higher secondary schools) at present.

The higher secondary scheme was introduced in 1948 and the State is committed to the eventual conversion of all high schools into the higher secondary pattern. Twenty-four high schools have already been converted during the second Plan; 50 more are proposed to be so converted during the third Plan. A faster pace of conversion is not possible because of several handicaps, such as lack of trained personnel and lack of funds to provide accommodation for classes, farms, workshops and laboratories. Every higher secondary school offers at least three electives of which two are the Humanities and Science; the third elective is Agriculture or Commerce or the Technical group of studies. There is only one girls' higher secondary school with Home Science as the third elective.

There are two post-graduate training colleges for teachers, one at Srinagar and the other at Jammu, in addition to a private college at Srinagar which has a training department attached to it. Their total capacity is to train 250 teachers every year. The two colleges maintained by the Government offer facilities mainly for the in-service training of teachers.

7. UNIVERSITY EDUCATION

The beginnings of college education date back to 1906 when the first college was set up at Srinagar as a result of the Theosophist enterprise. It was taken over by the Government in 1912-13 and affiliated to the Punjab University at Lahore. Soon after, another college, known as the Prince of Wales College, was opened at Jammu. In 1948, the State had four government and four private colleges, of which one (at Jammu) was for women and one (at Srinagar) for oriental studies. The total enrolment in these institutes stood at 3,029.

In 1953 education was made free from the primary to the post-graduate stage. In consequence, the number of private and government colleges has since risen to 15 (12 government and 3 private) and the enrolment has shot up

to 7,799. In addition there are 9 private colleges of oriental studies where scholars are prepared for degrees in classical and modern Indian languages. Against Rs. 6 lakhs spent on collegiate education in 1953, the expenditure in 1959-60 was Rs. 21 lakhs.

Until 1947, all high schools and colleges in the State were affiliated to the Punjab University at Lahore. After partition, the University of Lahore was included in Pakistan and it therefore became necessary for the State to have a university of its own. The University of Jammu and Kashmir came into being in November 1948. Until 1956, the sphere of its activities was restricted to the conduct of the various examinations and to laying down regulations and syllabuses for the different courses. In 1956, however, the university took over post-graduate teaching from the affiliated colleges and started post-graduate departments of English, Economics and Geology. In 1958, post-graduate teaching was started in three new subjects, namely Hindi, Urdu and Mathematics. Six more departments, namely, for Physics, Chemistry, Botany and Zoology, Education and Commerce are proposed to be opened in the third Five Year Plan.

8. TECHNICAL AND PROFESSIONAL EDUCATION

Technical and vocational education in Jammu and Kashmir had its remote origins in the apprenticeship system which has persisted to this day. The first school of crafts was opened in 1876, and was intended only for destitute children and orphans. A technical school known as the Shri Amarsingh Technical Institute was started in 1912 at Srinagar, followed by another in Jammu known as Sri Pratap Technical Institute. Before 1947, six more schools had been started in six important towns of the State, namely, Kishtwar, Bholderwah, Samba, Mirpur, Baramulla and Anantnag. These schools were primarily intended to promote the development of arts, crafts and cottage industries. The Education Reorganisation Committee (1938) found that these schools were not popular and that they were not playing the expected role in the development of arts and crafts. In pursuance of the recommendations of the committee, the control of technical schools was transferred from the Industries Department to the Department of Education in 1940. It was then proposed

to reorganise these institutions into efficient secondary vocational schools. Unfortunately nothing could be achieved owing to the outbreak of the Second World War.

The schools continued to languish till 1947 when most of them were disrupted by the raids that followed. Immediately after 1947, the six *mofussil* schools were closed down and their equipment and teachers were accommodated in the local high schools. In 1950, the two institutions at Jammu and Srinagar were also amalgamated with two high schools which were converted into multipurpose high schools.

A planned and serious attempt to introduce technical education in the State is thus of very recent origin. A polytechnic was established in 1958 in Srinagar, with courses in electrical, mechanical and civil engineering. Another polytechnic on the same pattern has recently been opened at Jammu. Government has also started two industrial training institutes, one at Srinagar and the other at Jammu, with a total intake capacity of 164 trainees for a number of engineering and non-engineering trades. The duration of the training in these two institutes is from six to nine months. On successful completion of their training, the candidates are awarded certificates under the Craftsmen Training Scheme sanctioned by the Central Ministry of Labour and Employment. The expenditure on these two institutes is shared by the State and the Centre in the ratio of 40:60.

To produce technologists at the higher level, a regional engineering college has been started at Srinagar (1959). The college is managed by an autonomous board of governors drawn from the Centre and the State and is affiliated to the Jammu and Kashmir University. Government has also opened a medical college at Srinagar with a capacity to train 90 doctors every year. The first batch of graduates in medicine is likely to come out in 1965. Two agricultural colleges—one at Sopore (Kashmir) and the other at Ranbir-singhpura (Jammu) have also been started during the current year.

9. SOCIAL EDUCATION

The Department of Education organised its first literacy drive some 25 years ago. The outbreak of World War II,

however, abruptly suspended the programme that had as yet made little headway. It was resumed in 1949-51. By this time, however, the concept of social education had undergone an important change. The exclusive emphasis on literacy had been abandoned and the term 'social education' was given a wider connotation to include, in addition to literacy, citizenship training, elementary knowledge about health and hygiene, information about better methods of farming, co-operation, and organisation of healthy recreational programmes. By the end of 1951, 120 community centres were functioning in the State. Unfortunately this scheme too was suddenly abandoned in 1951-52.

The inauguration of the community development programmes has revived social education programmes once again. The Ministry of Community Development has appointed social education officers at block level, who are charged with opening social education centres in panchayat houses. These centres, planned to serve as community centres, are equipped with radio sets and suitable literature for the neo-literates. It is likely that the control and administration of these centres may be transferred to the Education Department in the near future.

10. EDUCATION OF GIRLS

The progress of girls' education is uneven. There continues to be considerable disparity between the enrolment of boys and that of girls. At the primary stage, for instance, there is only one girl at school to every four boys; at the secondary stage there is only one girl to every three boys. However, progress during the last 12 years has been rapid and the enrolment of girls has risen from 12,083 in 1947-48 to 51,924 in 1960 in all girls' schools. The progress in secondary education has been even faster. This is all to the good because it will enable the State to recruit women teachers for appointment in rural areas.

Because of the enormous leeway to be made up in girls' education, the Government proposes to organise special enrolment drives for girls and to intensify its programmes of social education among rural women during the third Five Year Plan.

11. TEACHING OF SCIENCE :

General Science is a compulsory subject of study from class III to class X of all higher secondary schools. A science consultant is attached to the Directorate to supervise the teaching of science in all the institutions at school level.

An increasing number of students is opting for science at the secondary and college levels. The teaching of sciences has been provided for in 115 high and 24 higher secondary schools. At the college level, the number of students who have offered Science is 3,895 as against 3,514 in the Humanities. The university has already provided for post-graduate teaching in Geology and proposes to provide similar facilities in Physics, Chemistry, Zoology and Botany very shortly.

12. SCHOLARSHIPS

All tuition fees in schools and colleges were abolished in 1953. In addition, about 2,000 scholarships are provided, costing about Rs. 1 to 1.5 lakhs a year. Special scholarships of Rs. 50 p.m. each are provided for students coming from the frontier districts of Kargil and Ladakh to Srinagar for higher education. Liberal loan scholarships and study leave allowances are granted to students prosecuting technical, medical or scientific education in different parts of the country and abroad.

13. PHYSICAL EDUCATION

The Directorate has a special section for physical education with one Assistant Director in charge. He is assisted by a sports assistant and scout organiser. Provision has been made for appointing physical instructors in all colleges and some high schools. The provincial and district officers have itinerant physical instructors attached to their offices.

The Physical Education Unit organises physical displays, athletic meets and tournaments at the district and zonal levels. It also organises youth camps and youth rallies. Youth hostels have been provided at Jammu, Srinagar and certain other places. Scouting has been revived and a special officer has been put in charge. Facilities for medical inspection are provided on a limited scale. The colleges at Jammu and Srinagar have two medical officers attached to them

to look after the health of both resident and non-resident students.

A Sports Council has been formed at State level with the Prime Minister as Chairman. A stadium has been constructed at Srinagar and another is under construction at Jammu.

14. N.C.C. AND A.C.C.

The N.C.C. was first organised in the State in 1954 when a senior division Army Wing and one sub-troop of senior sub-division for girls was started in Jammu and a similar unit formed in Srinagar. Within five years, this organisation has expanded into two battalions and includes five companies of senior Defence Army Wing, two sub-troops of senior division (girls' wing), 22 companies of junior division (boys' wing), ten sub-troops of junior division (girls' wing) and 38 sections of Auxiliary Cadet Corps. Besides, 15 companies of N.C.C. Rifles have been raised ; an Air Wing for 50 senior cadets has also been started.

The overall strength of a sub-troop is 45, that of a troop of junior division (boys) is 180, that of a junior division (girls) is 45, and that of an A.C.C. section is 60. The strength of the N.C.C. Rifles is 200 cadets.

15. HINDI AND SANSKRIT

Facilities to further teaching of Hindi and Sanskrit are provided in schools and colleges. These subjects can be taken up as elective subjects from class VI onwards in schools and colleges. Post-graduate arrangements for teaching Hindi have also been made by the university which conducts three special examinations in Hindi, namely, *Ratna/Prajna*, *Bhushan/Visharad* and *Prabhakar/Shastri*.

The medium of instruction up to class VIII is simple Urdu with the option to use books written in Persian or Devanagari script.

16. EDUCATION OF THE HANDICAPPED

The Ramakrishna Mission is running a school for the deaf, dumb and the blind at Srinagar which is known as Abhidanand Home. A school for blind children is also being run by a private organisation at Jammu.

17. AUDIO-VISUAL EDUCATION

An audio-visual unit was first set up in the Department in 1957. To start with, it functioned in Kashmir Valley in summer and in the Jammu Province in winter. Audio-visual education was also introduced in that year in the teacher-training colleges.

In 1959, a separate audio-visual unit was set up for Jammu Province. There are thus two audio-visual units in the State now and each has a well-equipped mobile van. They visit schools, give demonstrations, and prepare audio-visual aids on different school subjects.

Steps are being taken to provide as many high schools as possible with radio sets. This will enable the students to listen to educational broadcasts.

18. RESEARCH AND PUBLICATION DEPARTMENT

In 1949, the research section of the Archaeology Department and a textbook section set up for the nationalisation of textbooks up to the middle standard were added to the Department. During the last 11 years, the Department has been able to produce 98 textbooks in 15 subjects. It also handles the distribution of over six lakhs of books every year.

The Department has brought out more than six dozen works on Kashmir *Shaivism*, history and Persian literature. About a dozen books on history, literature and music are expected to be out shortly. The Department has secured more than 3,000 Sanskrit and Persian manuscripts, over 200 micro-films of very valuable manuscripts, and about 500 paintings or illustrations, mostly done in the State. A descriptive catalogue of manuscripts and art pieces will be brought out soon. Mention should also be made of the *Kashmir Research Bi-Annual* started recently.

19 ADMINISTRATION

The State is divided into 30 *tehsils*. Each *tehsil* has one Education Officer in charge of primary and middle schools. On an average, there are about 85 primary, central and middle schools under each *tehsil* officer.

All the headmasters of high schools and the *tehsil* education officers in a district are equal in status and they are

placed under the administrative control of the District Inspector. There are nine district inspectors, five in Jammu and four in Kashmir. The district inspectors, together with the principals of higher secondary schools (who are equal to the district inspectors in status) in each province are responsible to the Deputy Director of the province. There are two Deputy Directors, one for Jammu and the other for Kashmir. For women's education, there is one Deputy Directress for the whole State. Under her, there are three zonal inspectresses in Kashmir and three in Jammu. The status of a zonal inspectress is equal to that of a headmistress of a high school.

The two provincial Deputy Directors and the Deputy Directress (Women's Education) together with the principals of all the degree colleges are under the administrative control of the Director of Education. The Director of Education is responsible to the Education Secretariat and is assisted by one Deputy Director of Education at the centre, a Special Officer in charge of Statistics, an Assistant Director for Physical Education and a Science Consultant.

20. FINANCE

The budget allotment for general education for 1959-60 was Rs. 1,68,70,000. The total revenues of the State for the same year amounted to Rs. 13 crores. General education, therefore, accounted for 13 per cent of the total budget of the State. The following is the break-up of the sums earmarked for education under different heads during 1959-60.

Normal	Plan	Total allocation	Percentage of expenditure	
Primary Education	23,28,000	17,93,000	41,21,000	24.4
Secondary Education	55,25,000	14,95,000	70,20,000	41.6
Colleges and University	15,48,000	5,40,000	20,88,000	12.3
Administration	5,21,000	2,27,000	7,48,000	4.4
Library	24,000	30,000	54,000	0.3
Buildings for Schools and Colleges		13,25,000	13,25,000	7.8

Normal	Plan	Total allo- cation	Percentage of expendi- ture
Scholarships . . .		1,30,000	1,30,000 0.7
Grant-in-aid . . .	5,96,000		5,96,000 3.5
Miscellaneous . . .	2,93,000	68,000	3,61,000 2.1
Physical Education and N. C. C. . .	1,08,000	3,19,000	4,27,000 2.5
	1,09,43,000	59,27,000	1,68,70,000 100.0

Besides the normal allocation for education every year, the State Government proposes to spend about Rs. 3.75 crores on the development of education during the third Plan. The proposed distribution on different branches of education will be as under.

	Rs. (crores)
Elementary education	2.07
Secondary education	0.93
University and colleges	0.43
Administration and other heads	0.32
	<u>3.75</u>

EDUCATIONAL STATISTICS OF JAMMU AND KASHMIR

1—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education	..	..	..	..	..	..
Research Institutions	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	5	2	7	2	8	2
Intermediate Standard	4	..	5	..	4	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry	..	..	..	..	..	..
Commerce	..	..	1	..	1	..
Engineering and Technology	..	..	..	..	..	..
Law	..	..	..	..	..	..
Medicine	1	..	..	..	..	..
Teachers' Training—						
Basic	..	..	..	..	..	..
Non-Basic	2	..	2	..	2	..
Veterinary Science	..	..	..	..	..	..
Others	..	..	..	..	..	..
Colleges for Special Education	4	1	9	5	10	6

I—Number of Institutions—(contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools	..	56	..	113	26	8	1
High Schools	..	..	6	..	..	153	32
Middle Schools—							
Basic	..	..	..	255	43	292	..
Non-Basic	..	139	37	..	..	..	50
Primary Schools—							
Basic	..	..	..	1,882	270	2,574	..
Non-Basic	..	1,115	175	..	..	..	415
Pre-Primary Schools	..	..	..	..	..	..	..
Schools for Vocational and Technical Education—							
Agriculture and Forestry	..	..	..	..	..	..	..
Arts and Crafts	..	..	..	..	..	..	..
Commerce	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Teachers' Training—							
Basic	1	..	..	..	..	8	2
Non-Basic	..	..	..	7	..	..	..
Technology and Industrial	..	..	..	..	..	..	..
Others	..	..	..	..	..	..	..
Schools for Special Education—							
For the Handicapped	..	..	..	..	..	1	..
Social (Adult) Education	..	120	..	..	..	..	..
Others	..	..	..	..	..	..	..
Total	1,446	221	2,282	346	3,062	508	

II—Number of Students

Item	1950-51			1955-56			1958-59		
	Total	Girls	Total	Total	Girls	Total	Total	Girls	
I	2	3	4	5	6	7			
By Type of Institution—									
Universities . . . . .	..	..	..	..	..	..	179	50
Research Institutions . . . . .	..	..	..	..	..	..	..	..
Arts and Science Colleges	2,779	252	5,045	689	6,612	1,248	..	..
Professional and Technical Colleges	145	159	887	157	315	74	..	..
Special Education Colleges . . . . .	..	..	816	668	1,534	1,231	..	..
Higher Secondary Schools . . . . .	..	..	..	..	6,433	1,026	..	..
High Schools	12,280	1,303	46,193	11,224	64,027	15,974	..	..
Middle Schools—									
Basic . . . . .	..	..	..	..	..	..	..	..
Non-Basic	19,720	5,449	42,320	7,195	52,484	9,180	..	..
Primary Schools—									
Basic . . . . .	..	..	..	..	..	..	..	..
Non-Basic	53,557	6,748	86,769	12,510	1,29,532	21,071	..	..
Pre-Primary Schools . . . . .	..	..	..	..	..	..	..	..
Schools for Vocational and Technical Education	140	19	265	70	359	99	..	..
Schools for Special Education	2,477	47	..	..	15	..	..	..

S.C.E.T. W.B. LIBRARY

Date

Accn. No.

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects General Education (University Standard)—							
Research . . . . .	..	..	..	..	..	..	..
M.A. and M.Sc.	15	15	7	72	12	179	50
B.A. and B.Sc. (Pass and Hons.)	713	713	73	1,233	192	1,556	341
Intermediate (Arts and Science)	1,806	1,806	172	3,700	485	5,022	902
Professional Education (University Standard)—							
Agriculture and Forestry . . . . .	..	..	..	..	..	..	..
Commerce . . . . .	..	..	..	32	..	127	..
Engineering and Technology . . . . .	..	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..
Teachers' Training—							
Basic . . . . .	..	..	..	..	..	..	..
Non-Basic	145	145	25	157	34	222	79
Veterinary Science . . . . .	..	..	..	..	..	..	..
Other Subjects . . . . .	..	..	..	..	..	..	..
Special Education (University Standard)	245	245	134	364	216	225	157

General Education (School Standard)—

High and Higher Secondary	85,557	13,500	12,707	1,856	16,736	2,458
Middle	..	..	33,502	5,209	58,984	8,186
Primary	..	..	1,26,317	24,022	1,66,904	29,628
Pre-Primary	..	..	2,724	..	10,788	7,761

Vocational Education (School Standard)—

Agriculture and Forestry	..	..	..	..	..	..
Arts and Crafts	..	..	..	..	..	..
Commerce	..	..	..	..	..	..
Engineering	..	..	..	..	..	..
Industry	..	..	..	..	..	..
Medicine	..	..	..	..	..	..

Teachers' Training—

Basic	..	..	..	..	359	99
Non-Basic	..	140	1,255	263	..	..
Technology and Industrial	..	..	8	..	100	100
Other Subjects	..	..	..	..	..	..

Special Education (School Standard)—

For the Handicapped	..	..	..	..	15	..
Social (Adult) Education	..	2,400	..	..	..	..
Other Subjects	..	77	224	224	273	192
Total	91,098	13,977	1,82,295	32,513	2,61,490	49,953

III—Expenditure on Educational Institutions

Item	1950-51			1955-56			1958-59		
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls			
I	2	3	4	5	6	7			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
A. By Sources									
Government Funds—									
Central . . . . .	..	..	35,300	11,366	98,012	44,427	
State	36,31,947	7,67,108	86,75,297	13,84,907	1,43,34,796	21,57,778			
District Board Funds . . . . .	..	..	..	..	135	135
Municipal Board Funds . . . . .	..	..	3,83,438	12,962	6,77,665	17,580	
Fees	56,474	1,035	4,96,220	2,39,633	5,05,650	2,34,154			
Other Sources . . . . .	..	..	..	..	..	..
B. By Type of Institutions									
Direct Expenditure on—									
Universities	33,500	..	3,60,187	..	7,89,154	..			
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	5,25,069	61,643	11,07,545	1,59,688	14,58,979	1,73,695			
Colleges for Professional and Techni- cal Education	60,719	..	1,79,699	..	2,54,479	..			
Colleges for Special Education . . . . .	..	..	95,593	42,443	1,63,224	97,287	
High and Higher Secondary Schools	6,77,856	1,43,343	20,98,266	4,41,603	43,03,112	8,39,367			

Middle Schools—

Basic	6,94,457	2,50,786	17,03,065	3 13,785	18,81,698	3,80,861
Non-Basic						
Primary Schools—						
Basic						
Non-Basic	14,61,378	2,57,671	19,51,544	2,71,933	31,48,375	4,40,278
Pre-Primary Schools					3,437	3,437
Vocational and Technical Schools	7,842		1,50,000		4,12,531	32,078
Special Education Schools	30,000				4,180	
Total (Direct)	34,90,821	7,13,443	76,45,899	12,29,452	1,24,19,169	19,67,003
Indirect Expenditure—						
Direction and Inspection						
Buildings	1,97,600	54,700	2,90,640	53,900	7,29,600	81,000
Scholarships			12,48,110	2,42,025	16,89,557	3,26,424
Hostels			1,75,241	69,701	24,510	6,583
Other Miscellaneous Items			2,375		36,926	9,100
Total (Indirect)	1,97,600	54,700	2,27,990	53,790	7,16,496	63,964
Grand Total	36,88,421	7,68,143	95,90,355	16,48,868	1,56,16,258	24,54,974

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	210	10	364	49	475	93
High and Higher Secondary Schools	921	86	2,242	408	2,503	545
Middle Schools	1,178	309	1,505	256	1,555	367
Primary Schools	2,162	214	2,191	309	3,866	526
Pre-Primary Schools	..	..	..	..	..	..
Vocational and Technical Schools	31	3	79	3	64	14
Special Schools	120	1	..	..	4	..

V—Examination Results

Students Passing—

M.A. and M.Sc.	3	..	22	2	29	6
B.A. and B.Sc. (Pass and Hons.)	249	16	462	87	581	103
Professional (Degree)	23	3	152	31	416	142
Matriculation and Equivalent Examinations	1,313	38	2,889	524	589	3,437

VI—Number of Institutions in Rural Areas

Item	1950-51			1955-56			1958-59		
	Total	For Girls		Total	For Girls		Total	For Girls	
1	2	3	4	5	6	7			
Universities and Colleges	2	..	..	..	..	..	2	..	..
High and Higher Secondary Schools	49	2	60	12	92	10	92	10	10
Middle Schools	117	23	184	21	260	30	260	30	30
Primary and Pre-Primary Schools	1,058	146	1,678	225	2,112	351	2,112	351	351
Vocational and Special Schools	..	..	..	..	2	..	2	..	..
Total	1,226	171	1,922	258	2,468	391	2,468	391	391
VII—Number of Pupils from Rural Areas									
Universities and Colleges	74	..	1,665	31	1,763	80	1,763	80	80
High and Higher Secondary Schools	8,464	384	21,076	4,107	43,815	3,668	43,815	3,668	3,668
Middle Schools	N.A.	N.A.	27,132	2,108	41,418	3,877	41,418	3,877	3,877
Primary and Pre-Primary Schools	N.A.	N.A.	61,978	7,588	1,08,063	16,361	1,08,063	16,361	16,361
Vocational and Special Schools	..	..	163	27	133	49	133	49	49
Total	8,538	384	1,12,014	13,951	1,95,192	24,935	1,95,192	24,935	24,935
VIII—Number of Students in Selected Classes									
Number of Students in Classes—									
I—V	N.A.	N.A.	1,26,317	24,022	1,66,904	29,628	1,66,904	29,628	29,628
VI—VIII.	N.A.	N.A.	33,502	5,209	58,984	8,186	58,984	8,186	8,186
IX—XI	N.A.	N.A.	14,565	2,115	18,960	2,875	18,960	2,875	2,875

N.A. = Not available.

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
Cost per Capita on Education	Rs. 0.8	Rs. 2.1	Rs. N.A.
Cost per Pupil—			
High/Higer Secondary Schools	54.2	96.5	61.1
Middle Schools	33.9	40.2	35.85
Primary Schools	27.3	22.5	24.31
Number of pupils per Teacher in—			
High/Higer Secondary Schools	13	21	28
Middle Schools	17	28	34
Primary Schools	25	40	34
Percentage of Trained Teachers in—			
High/Higer Secondary Schools	N.A.	57.7	61.2
Middle Schools	N.A.	49.8	61.1
Primary Schools	N.A.	49.2	54.9

N.A. = Not available.

GIPN—S2—21M. of Edu./61—24-7-62.—1000.